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ABSTRACT

Due to a declining enrollment and a predicted teacher shortage, a specific student recruitment plan was implemented at Bowling Green State University (BGSU) in Ohio. This helped foster a 26 percent increase in teacher education enrollment. With the understanding that an institution must find out what its public expects and what their perceptions are of its offerings, continuous research has been conducted on BGSU graduates through a 5-year follow-up study. Coupling this with other studies conducted on campus from freshmen to senior levels, certain strategies were outlined. Close communication with the Admissions Office was necessary so that duplication of effort would not occur. A marketing strategy was then developed in response to the university's strategic plan, mission statement, and market research. This paper outlines specific goals for BGSU, and discusses efforts to increase minority recruitment, targeted specifically at Hispanic and Black students. A chart illustrates the organizational timeline for recruitment activities. (JD)

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Teacher Education Recruitment: A Comprehensive Marketing Approach

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Teacher Education Recruitment:
A Comprehensive Marketing Approach

Bowling Green State University is located in northwest Ohio about 20 miles south of Toledo. The College of Education and Allied Professions had declined in size in recent years from the largest College in the University to the third largest and presently graduates over 600 students a year.

Due to a declining enrollment and a predicted teacher shortage, the Coordinator of Recruitment developed a specific recruitment plan which was implemented several years ago. This helped foster a 26% increase in teacher education enrollment. There was also a steady increase in the matriculation rate for the College--climbing to 56.1% in 1984 and 58.6% in 1985. Education matriculation rate is now higher than Arts and Sciences and Business Administration, the two largest Colleges at BGSU.

With student enrollments steadily increasing, the Coordinator could now focus her attention on another goal of the College--minority recruitment. While BGSU is located fairly close to a major urban area, the student population is drawn largely from surrounding rural communities and at the present time has a six (6) percent minority population. The College of Education and Allied Professions has faired even worse with only a two (2) percent minority representation. Even with the establishment of minority scholarships in education, it was difficult to attract qualified minority students to the campus.

The following recruitment plans deal first with strategies needed to develop a general program to increase student enrollments. Specific goals for BGSU will be shared. The final part of this paper will deal with the goals and objectives recently established by the College of Education and Allied Professions to increase minority recruitment, targeted specifically at Hispanic and Black students.

Concept of Marketing High Education

"Fundamentally, the marketing of higher education has two purposes: to encourage enrollment and to assist the fund raising effort" (Pelletier & McNamera, 1985). However, marketing is much more than use of a few press releases and brochures. It is a careful blending of sophisticated research, effective strategy, and distinctive communication. Used effectively and judiciously, marketing techniques can help educational institutions stay alive and viable.

Pelletier (1985) describes effective marketing as institutional marketing with a full commitment from the staff, trustees, and alumni:

> A complete and thorough marketing effort requires creativity and vision, the willingness to innovate, a certain amount of risk, and the persistence to see a plan through from original idea to implementation. It requires the ability to approach old problems with new solutions--and energy... Institutional marketing is not for the weak-kneed or for the staunch traditionalist. It is an effective way to cope with the upheaval and change that confronts education today. p. 57

It is recognized that there are three main components of the concept of marketing higher education: 1) research, 2) strategy, and 3) communication (Pelletier & McNamera, 1985). An institution must find out what its public expects and what their perceptions are of its offerings. At BGSU, the Office of Educational Research and Services conducts continuous research on BGSU graduates through a five year follow-up study. Coupling this with other studies conducted on campus from freshmen to senior levels, certain strategies were outlined. Close communication with the Admissions Office was necessary so that duplication of effort would not occur.

A marketing strategy was then developed in response to the university's strategic plan, mission statement, and market research. This marketing strategy should be comprised of "4 Ps": product, place, price, and promotion.

Of the four, a college may not have much control over place, price or promotion but should build on each whenever possible. For example, in the vocabulary of marketing, academic programs are "products." If a college is known for its fine professors, then one should build on that. Noted faculty, a strong job placement, and superior library are some others. Good strategy means making the most of these products or any others to help achieve one's goal.

"Place" becomes part of the marketing strategy if it can be used to attract students. At BGSU, both a quiet rural setting and proximity to a major city can be used as marketing strategies. An exceptionally attractive campus should also become part of one's strategy.

While "price" is usually not under control of the colleges, any financial aid, scholarships or senior citizen discounts can be an important part of a marketing strategy. Together, product, place, and price can be put to one's advantage if used correctly.

The last "P" stands for promotion and is probably the most important of all the strategies. This is also the one area over which the college can have some control. This ties in with the third concept of marketing: Communication. Part of the communication effort is obvious: public relations, advertising, direct mail, and publications. However, there are other important elements in the communication effort such as personal contact and using alumni, and each college must decide what works best for them.

There is no such thing as a generic marketing plan. A marketing program must be tailored to each college's specific needs. However, the following goals and objectives are being shared in the event that they can be adapted as strategies for other colleges. They have worked well at BGSU and will be continued or changed as needed.

College of Education and Allied Professions--Recruitment Goals and Objectives for 1986-87

1. Encourage environmental fit.
2. Increase minority enrollment (discussed in final part of paper).
3. Increase select student enrollment.
4. Reach prospective students earlier.
5. College-wide participation in recruitment.
6. Support university-wide efforts.

The following is a brief description of some of the objectives for each goal stated above:

Objectives--Goal 1 Encourage Environmental Fit

A. Recruit outstanding students in the College who will return to their home high schools and talk to interested students about the college.
B. Develop and maintain quality publications which promote a positive image of the College and disseminate important information.
C. Edit the College video for use at Preview Day, etc.
D. Identify faculty who will write to prospective students and invite them into their classrooms during a campus visit.

Objectives--Goal 2 Increase Minority Enrollment (see final part of paper)

Objectives--Goal 3 Increase Select Student Enrollment

A. Invite academically superior students and their parents to campus for day-long program.
B. Purchase appropriate student lists (PSAT, National Merit Semi-Finalists, ACT and/or SAT) and correspond with those students expressing an interest in education.
C. Send congratulatory letters from the Dean to all students admitted to the College.

Objectives--Goal 4 Reach Prospective Students Earlier

A. Change format of "Go to Class With a Major" to include high school juniors rather than admitted seniors.
B. Invite junior high counselors to campus (lunch and program).
C. Include younger students in high school visit program.

Objectives--Goal 5 College-Wide Participation in Recruitment

A. Maintain College Recruitment Committee with representation from each department or school.
B. Include faculty, staff, and students in all recruitment programs as appropriate.

Objectives--Goal 6 Support University-Wide Efforts

A. Coordinate the College's involvement in Preview Day.
B. Represent the College in Alumni and Development's Phone Power Campaign.
C. Coordinate the College's Parents' Day open house.
D. Participate in the Admissions' Recruitment Network.

Minority Recruitment Goals and Objectives

> Higher education will have to get used to a smaller contingent of white, middle class students from suburban background...and will have to provide new programs in order to attract minorities, older adults, and programs offered in conjunction with industry, the military and other users of educational services. p. 1 (Hodgkinson, 1983-84)

Rapid changes are taking place in the world of higher education and will continue into the next decade. A study done by the National Institute of Independent Colleges and Universities concluded that: 1) Due to a decline in the birth rate following the baby boom years, there will be a decline in the size of high school graduating classes through 1998. 2) While the birth rate is now increasing, it is doing so at a much slower rate. 3) There is currently a dramatic increase in the minority population in American public schools. Likely implications include: the traditional student pool will be smaller with a higher percentage of minorities; there will be more middle-aged and elderly in the general population (Hodgkinson, 1983-84).

Because the College of Education and Allied Professions recognized a critical need to attract more minority students into its programs, specific recommendations were made. Statistics showed that the number of Black and Hispanic students who entered higher education between 1975 and 1982 declined by 11 percent and 16 percent respectively (At Risk, 1986). At the same time, Blacks and Hispanics continue to score well below whites on the ACT and SAT. Of those minority students who do score well enough to attend college, over half of the Hispanics and over 40 percent of the Black students enroll in two year colleges (ACE, 1983).

It is evident that minority students are not being attracted into education for various reasons. Those who are academically talented can choose a higher paying profession than education. Linda Darling-Hamond (1984) states: "Academically talented women and minorities, who were once restricted to teaching as a professional option, are now choosing other occupations that promise greater financial rewards, more opportunities for advancement and better working conditions." Few role models exist at institutions such as Bowling Green State University as it is equally difficult to attract qualified faculty. As minority enrollments increase in our public schools, fewer minority teachers will be available to serve as role models.

In response to these facts and projections, the following policies were endorsed and adopted by the Dean's Faculty Advisory Committee:

1. The College should develop differential strategies for the recruitment of minority students. Consistent with contemporary marketing theory, differential recruitment strategies will make more effective and efficient use of the College's recruitment resources.

2. The College should create recruitment materials that reflect its diverse student population. Consequently, when high school students and their parents read College publications, they will immediately know that minority students represent an integral part of the overall College community.

3. The College should help develop financial aid opportunities for qualified minority students. University studies (Support Services, 1984) indicate that the availability of financial aid greatly enhances the recruitment and retention of minority students.

4. The College should encourage state and federal legislators to develop incentive programs that will encourage minority students to enroll in teacher education programs.

5. The College should increase the number of qualified minority professionals on its faculty and staff. Such an increase would provide both minority and majority students with more diverse role models. It would also provide minority students with minority mentors.

6. The College should establish a standing committee responsible for monitoring the recruitment and retention of minority students, faculty, and staff.

Short-term and long-term recruitment objectives were then established:

Objectives--Goal 2 Short-Term

1. To network with both on-campus and off campus minority opinion leaders, the College will a) provide the opinion leaders with information on the minority teacher shortage, and b) attempt to engage the leaders in various recruitment activities:

   On-Campus Opinion Leaders:
   --the Vice President for Minority Affairs
   --the Chief Admissions Officer for Minority Students
   --the Director of Upward Bound/Talent Search
   --the President of the Black Student Union
   --the President of the La Union Estudients Latinos
   --the Presidents of Black and Hispanic fraternities/sororities
   --editors of Black and Hispanic student newspapers

   Off-Campus Opinion Leaders:
   --the local President of the NAACP
   --the local President of the Association of Black School Educators
   --the President of the Ohio Alliance of Black School Educators
   --the local producer of the Minority Report television program in Toledo
   --Black and Hispanic alumni
   --Black and Hispanic church leaders
   --minority organizations interested in encouraging minority youth to attend college
   --elementary and high school guidance counselors

2. To develop scholarships for minority students interested in pursuing teaching as a career. The scholarships will complement the University's $2,000 Minority Achievement Awards.

3. To purchase a PSAT/NMSQT Minority Student Search conducted by the College Board.

4. To publicize the College's commitment to multicultural/multiracial education via newspaper articles, radio/tv public service announcements, the College's newsletter, College brochures, the College video, and other various outreach programs.

5. To publicize the positive aspects of teaching via newspaper articles, radio/tv public service announcements, etc.

6. To participate in the Office of Admissions "Discovery Day" programs. Recruiters from Admissions invite to campus for a day's activities, Black and Hispanic junior/senior high school students from nearby Ohio cities.

7. To invite minority students to the College's "Select Student Program" and "Go to Class With a Major Program."

Objectives--Goal 2 Long-Term

1. To continue the strategies identified in the "short-term" section.

2. To hire more minority faculty and staff. Both minority and majority students need to see minority role models in position of authority and respect.

3. To develop an early minority identification/intervention program. Drs. Keigel and Williams (1985) feel that efforts to recruit minority teacher education students must begin as early as the sixth or seventh grade. Indentification/intervention at this level is necessary for two reasons:

   (a) to help track qualified minority students into college preparatory versus vocational or general high school programs, and

   (b) to help academically disadvantaged minority students develop the skills necessary to succeed in college preparatory programs.

4. To actively support the philosophy undergirding the Effective Schools Movement.

5. To encourage state and federal legislators to develop incentives which will encourage both minority and majority students to enroll in teacher education programs.

Additional objectives were added over the year:

1. Include minority students in all College recruitment programs.

2. Explore the possibility of conducting fund-raising projects to increase the dollar amount of the College's minority scholarships.

3. Participate in special outreach projects through the Offices of Admissions and Minority Affairs and maintain contact with those offices.

4. Propose a developmental academic advising program aimed at minority freshman and sophomore students in the College.

5. Form a group of faculty and staff from the College to serve as a "legislative watchdog" and discuss ways to encourage legislators to develop incentives for minority (and other) students to enter teaching careers.

6. Explore availability of grant funding for a peer tutoring pilot program in urban Toledo schools. A peer tutoring project would target junior high students and would represent a long-term recruitment strategy for the College.

7. Promote an atmosphere of multiculturalism in the College and across campus. Explore the possibility of co-sponsoring programs which address racism on campus with the Human Rights Commission, Minority Affairs, Graduate Student Senate, and other groups. (sponsor Charles Thomas 2/24) (pres. of NABSE)

The College has continued to work closely with the Office of Admissions the Office of Minority Affairs in creating a positive image of the campus to attract minority students to BGSU. New brochures have been developed by both Minority Affairs and the College of Education and Allied Professions. Minority student groups are active and visable on campus. Faculty and administration now have a commitment toward recruiting more qualified minority faculty and staff.

The College of Education and Allied Professions at Bowling Green State University feels confident that by continuing and expanding its recruitment plans, the impending teacher shortage (including minority teachers) can be averted, at least in Ohio. BGSU will continue to search out those exceptional students who wish to become teachers and offer them the best preparation possible for a teaching career of tomorrow.

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ORGANIZATIONAL RUBRIC/TIMELINE FOR RECRUITMENT ACTIVITIES:

Five Steps to Matriculation

Bowling Green State University

1 Get Their Attention	2 Tell Your Story	3 Apply For Admission	4 Tell Your Story Again	5 Matriculation
PSAT/NMSQT Student Search (April) Outstanding Junior Letters (April) Guidance Counselor Day (September) Direct Student Inquiries (April-September) Discovery Day (April)	Select Student Program (October) ACT/SAT Inquiry Letters (October-June) National Education Week (October) Preview Days (October and December) High School Visit Program (January) Direct Student Inquiries (October-February) Individual Student/Group Visits (October-February)	Up to Student	Admissions Phone Power Program (February) Go To Class With A Major Program (April) Direct Student Inquiries (February-May) Individual Student/Group Visits (February-May) Discovery Days (February/April)	Up to Student

April to September — Junior

October to January — Senior

February to May — Senior